

THE INTENSITY OF EXTENSIVE LISTENING ACTIVITY IN YOUTUBE IN INFORMAL SETTING FOR CLASS XII STUDENTS IN SMAN 8 PADANG

AnggunTiara¹⁾, Fitriana Harmaini¹⁾.

¹English Department, The Faculty of Teacher Training and Education, Bung Hatta University

Email: Angguntiara486@gmail.com, fitriana_harmaini@bunghatta.ac.id

INTRODUCTION

The development of technology that is needed for life today is social media. Social media is an information and communication technology tool used by everyone in the world. The use of social media is very familiar, namely by many people, ranging from children to the elderly. Among children today, the dominant active use of social media is Generation Z. Gen Z are humans born between 1996 and 2009 [1] Called Gen Z because they are more tech savvy.

The twenty-first century English language teaching witnessed advanced information communication and technology (ICT). The availability and affordances of online resources, digital devices, and social networking sites characterize the present-day teaching and learning of English as a second or foreign language [2]. With this digital environment, fostering the potential use of technology for language learning is highly necessary, particularly for language learners [3]. One of the social media that is often used by children is YouTube, there are many benefits and things that can be accessed there, one of which are the videos about lessons? On YouTube there are lots of teachers who upload videos about learning with a variety of interesting learning methods that can be watched by students in an informal context. It is seen that YouTube has many benefits for the teaching and learning process.

In an informal digital learning context, language students are encountered with a situation where they have to independently select the most convenient digital learning activity to enhance their language skills, both receptive and productive [4]. Since language students today are at the center of the digital learning environment; hence, examining their beliefs and practices on informal digital learning of English is crucial as a consistent attempt to develop their language skills and abilities. Digital technology is a promising pathway to achieve language learning

success. Previous research has yielded significant roles of technology and language learners concerns on digital learning activities. The informal setting context has educational potentials, how students are involved in a range of digital learning activities beyond the formal classroom.

YouTube videos, according to Yusuf (2020) are excellent and complementary tools [5]. YouTube can be a good authentic study material to improve students' speaking skills as it has many videos from all over the world, including from native English speakers, which can help students understand their pronunciation, improve vocabulary, grammar and language, and improve with new idea. YouTube can be a source of learning and learning media that meets and supports student learning styles.

Students preferred intensity using digital devices to practice receptive skills of English (e.g., reading news, listening and watching videos, looking for vocabulary meaning) than to perform productive English skills and build social connectivity [6]. Results of previous studies have also shown that English learners positively perceived the involvement of social media to enhance their language competence, such as YouTube, Instagram, Facebook, and Whatsapp. These results indicate that digital technology plays a significant role in developing language student skills in the present-day digital learning environment [7].

Based on the experience of researchers in teaching practice in PLP (Introduction to School Field) at SMAN 8 Padang, students use YouTube as a learning medium. YouTube can be used as an alternative technique for students to improve their language skills. YouTube is used not only for entertainment but also for educational purposes. It can be a useful learning tool.

Therefore, in this study the researcher wants to conduct research on the intensity of extensive listening activity in YouTube in informal setting for 12th graders of SMAN 8 Padang. This study aims to map the intensity of using You Tube among

generation Z particularly the students of SMA 8 Padang.

METHOD

The research belongs to descriptive research, and it is designed to describe the current situations r status of the research subject. The sample of this research was XII SAINS B students at SMAN 8 Padang consisting of 36 students. Questionnaire was used as the instrument and to determine the validity of the research, the researcher used content validity. Test reliability was found by used *Alpha –Cronbach* using SPSS program version 24 for windows and the reliability of questionnaire was 0.793 (high reliability) which means that the questionnaire was reliable.

To collect the data, the researcher administered the questionnaire by using a google form application in 20 minutes. The researcher asked the students to respond to the questionnaire. Next, the researcher counted the raw score of each student. Then, the researcher categorized the students who had always, very often, sometimes, rarely and never according to the criteria used by Azwar. Finally, the researcher calculated the percentage of the students.

FINDINGS AND DISCUSSIONS

The researcher found that 3 students (8.3%) classified as always using YouTube for listening activity in informal setting, 7 students’ (19.4%) classified as very often to use YouTube for listening activity in informal setting, 15 students (41.7%) classified as sometimes to use YouTube for listening activity in informal setting, 8 students (22.2%) classified as rarely to use YouTube for listening activity and 3 students (8.3%) classified as never to use YouTube for listening activity in informal setting as shown in Diagram 1.

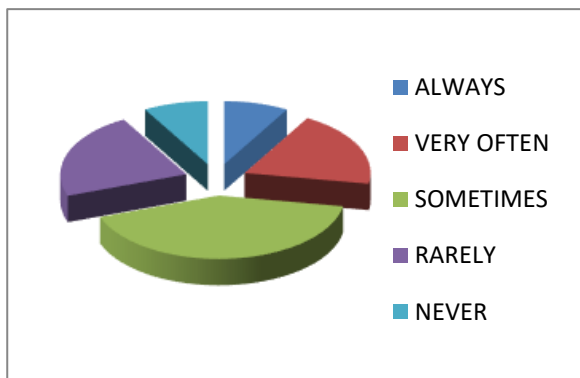


Diagram 1 The Intensity of Extensive Listening Activity in YouTube in Informal Setting

On the other hand, based on the previous study which was conducted by Ningtiyas et al. (2021), “students’ intensity in watching English videos on YouTube and their listening skill.” The result found that the students’ intensity in watching English video on YouTube that had been classified into three categories showed that 60 students (74.1%) are in the medium category, 9 students (11.1%) are in the high category, and 12 students (14.8%) are in the low category. It means that the students are mostly in the medium category for their watching intensity and so is their listening level. Thus, to acquire listening skill, watching English videos on YouTube can be alternative media to be used outside the classroom. More specific findings as the answers to research questions are presented below.

1. The Intensity of Extensive Listening Activity to Predict Content in Informal Setting

After the researcher analyzed the student answers, the researcher found that there are many students classified as sometimes to use YouTube to predict content in informal learning. It was supported by the fact that there were 4 students (11.1%) are categorized as always using YouTube to predict content in informal setting, 3 students’ (8.3%) classified as very often using YouTube to predict content in informal setting, 19 students’ (52.8%) classified as sometimes using YouTube to predict content in informal setting, 8 students (22.2%) classified as rarely using YouTube to predict content in informal setting and 2 students (5.6%) classified as never using YouTube to predict content in informal setting. This statement is proven based on the data as shown in Table 1.

Table 1 Intensity of Extensive Listening Activity to Predict Content in Informal Setting

Categories	Classification	Number of Students	Percentage
Always	$X > 13.48$	4	11.1%
Very often	$11.14 < X \leq 13.48$	3	8.3%
Sometimes	$8.8 < X \leq 11.14$	19	52.8%
Rarely	$6.46 < X \leq 8.8$	8	22.2%
Never	$X < 6.46$	2	5.6%
Total		36	100%

2. The Intensity of Extensive Listening Activity to Listen for Gist in Informal Setting

After the researcher analyzed the student answers, the researcher found that there are many

students classified as sometimes to listen for gist using YouTube in informal learning. It was supported by the fact that 0 students (0.0 %) are categorized as always using YouTube to listen for gist in informal setting, 10 students' (27.8%) classified as very often using YouTube to listen for gist in informal setting, 16 students' (44.4%) classified as sometimes using YouTube to listen for gist in informal setting, 7 students (19.4%) classified as rarely to using YouTube to listen for gist and 3 students (8.3%) classified as never to using YouTube to listen for gist. This statement is proven based on the data as shown in Table 2.

Table 2 Intensity of Extensive Listening Activity to Listen for Gist in Informal Setting

Categories	Classification	Number of Students	Percentage
Always	$X > 15.3$	0	0.0%
Very often	$13 < X \leq 15.3$	10	27.8%
Sometimes	$10.7 < X \leq 13$	16	44.4%
Rarely	$8.5 < X \leq 10.7$	7	19.4%
Never	$X < 8.5$	3	8.3%
Total		36	100%

3. The Intensity of Extensive Listening Activity to Listen for Details in Informal setting

After the researcher analyzed the student answers, the researcher found that there are many students classified as sometimes to listen for details using YouTube in informal learning. It was supported by the fact that 0 students (0.0%) are categorized as always using YouTube to listen for details in informal setting, 7 students' (19.4%) classified as very often using YouTube to listen for details in informal setting, 16 students' (44.4%) classified as sometimes using YouTube to listen for details in, 11 students (30.6%) classified as rarely using YouTube to listen for details and 2 students (5.6%) classified as never using YouTube to listen for details informal setting. This statement is proven based on the data as shown in Table 3.

Table 3 Intensity of Extensive Listening Activity to Listen for Details in Informal setting

Categories	Classification	Number of Students	Percentage
Always	$X > 15$	0	0.0%
Very often	$13 < X \leq 15$	7	19.4%
Sometimes	$11.2 < X \leq 13$	16	44.4%

Rarely	$9.4 < X \leq 11.2$	11	30.6%
Never	$X < 9.4$	2	5.6%
Total		36	100%

4. The Intensity of Extensive Listening Activity to Infer Meaning in Informal setting

After the researcher analyzed the student answers, the researcher found that there are many students classified as sometimes to infer meaning in informal learning. It was supported by the fact that 3 students (8.3%) are categorized as always to use YouTube to infer meaning in informal setting, 7 students' (19.4%) classified as very often to use YouTube to infer meaning in informal setting, 14 students' (38.9%) classified as sometimes to use YouTube in infer meaning in informal setting, 10 students (27.8%) classified as rarely to use YouTube to infer meaning and 2 students (5.6%) classified as never to use YouTube to infer meaning in informal setting. This statement is proven based on the data as shown in Table 4.

Table 4 Intensity of Extensive Listening Activity to Infer Meaning in Informal setting

Categories	Classification	Number of Students	Percentage
Always	$X > 15.3$	3	8.3%
Very often	$13 < X \leq 15.3$	7	19.4%
Sometimes	$10.7 < X \leq 13$	14	38.9%
Rarely	$8.5 < X \leq 10.7$	10	27.8%
Never	$X < 8.5$	2	5.6%
Total		36	100%

CONCLUSIONS AND SUGGESTIONS

Based on the findings, the twelve-grade students at SMAN 8 Padang have sometimes used YouTube for listening activity in informal setting. It can be seen from the result of the finding that there were 15 students (41.7%) that had sometimes intensity of using YouTube for listening activity in informal setting. The English teachers should review the value of incorporating technology tools and digital resources into their lesson plans, particularly the use of YouTube. And the teacher should be creative to create a new media especially using video on

YouTube apply in informal learning for listening activity. The outcomes can also direct curriculum design to incorporate technology-based informal learning techniques as a complement to textbook information. The next researcher has to look more into YouTube effects on particular English skills and how to overcome difficulties that can come up when utilizing YouTube to teach listening in casual settings. Students that use social media are more thoughtful and prudent about using YouTube for studying as well as for fun.

Keywords: Social media, YouTube, listening ability, informal setting, Intensity and Intensive learning.

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